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AUTHOR Sinnot, Judith A., Ed.; And Others
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ABSTRACT

The Gittinger Assessment Center (GAC) at Hocking Technical College is a psychological service unit whose thrust is to provide educational testing, individual counseling, and tutorial assistance to enhance the learning process. Students' academic, personal, and social needs are identified through an individualized assessment process, which serves as the basis for individualized student development prescriptions. This report provides an introduction to the GAC and its services. After a general description, the GAC's services to business/industry are discussed, including information on the value of personality assessment in the workplace and the GAC's role in providing assessment and teaching others to set up their own assessment centers. The next sections: (1) describe GAC's Personality Assessment System (PAS), the principal instrument by which personality information is gathered; (2) explain Gittinger's Personality Descriptive System, including its intellectual variable, mechanical procedural variable, and social variable components; (3) elaborate on externalizer-internalizer variables; (4) offer sample PAS profiles; (5) explain the Myers-Briggs Type Indicator (MBTI) and offer sample MBTI profiles; (6) offer information on the Canfield Learning Style Preferences Inventory; and (7) present brief descriptions of the diagnostic placement tests used in the GAC (i.e., the Nelson-Denny Reading Test, the Diagnostic Writing Sample, and the Career Planning Program). A resource guide to GAC videotapes is appended. (EJV)

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Hocking Technical College
Nelsonville, Ohio

Gittinger Assessment Center

An Institute for Human Development

Publication No. 1

An Introduction to the Center

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An Institute for Human Development

at

Hocking Technical College

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Diane Wolf, A.A.S.

Contributing Authors

Roxanne S. DuVivier, Ph.D.

John Gittinger, Psychologist

Marshall N. Heyman, Ph.D., Psychologist

John J. Light, Ph.D.

John Locker, M.Ed.

D. Kevin May, M.Ed.

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TABLE OF CONTENTS

Introduction.....	1
General Description.....	6
Services to Business/Industry.....	10
The Personality Assessment System.....	15
Personality Variables (PAS).....	19
Externalizer-Internalizer (PAS).....	24
Sample PAS Profiles.....	38
 The Myers-Briggs Type Indicator (MBTI).....	49
The Canfield Learning Styles Inventory (LSI).....	60
Diagnostic Placement Tests.....	66

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INTRODUCTION

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Individualized service to students has long been a commitment at Hocking Technical College. In 1982, a Title III project, based on a federally funded grant, was approved for an activity entitled, "Individualizing Service to Students." The overall objective of the activity was to assess the needs of students and design special activities which would lead to personal and career-goal fulfillment.

The project was piloted with five specific technologies with Forestry, Nursing, Ceramics, Culinary Arts, and Computer Science targeted to initial testing of in-coming students. Data was collected between September, 1983 and April, 1984. Students from the pilot group exhibiting special needs were targeted for assessment center services which included a prescription plan for development and interpretation interview.

A pilot group of faculty academic advisers was assessed and trained in potential uses of the system for the implementation of learning plans within specific technologies. Findings from the research efforts related to

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the identification of high-risk students and potential attrition statistics were provided to academic advisers.

Forty-two percent of the pilot group (N=185) completed the entire assessment process. The battery included the:

Personality Assessment System (PAS)
Myers Briggs Type Indicator (MBTI)
Canfield Learning Styles Inventory (LSI)
Career Planning Program
Nelson Denny Reading Test
Writing Sample.

The successful development of assessment for individualizing student support and learning services led to the continuation of the Activity with the Criminal Justice and Emergency Medical Technician technology students added to the pilot group in 1985.

Gittinger Assessment Center (GAC) staff provide the interpretive base for individual student development prescriptions. In-service is provided regularly to special advising staff and select faculty groups to aid them in their role of implementing student learning plans.

Through a multi-faceted assessment, indicators are arrived at which trigger immediate attention on the part of

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the GAC staff. Students are identified by an internally developed set of equations as having potential for academic difficulties and/or potential to become institutional drop-outs. If students fit any one of the combinations which predict likelihood for problems, they are red-flagged for GAC professional assistance.

The Gittinger Assessment Center is a psychological service unit whose thrust is to provide educational testing, individual counseling, and tutorial assistance to enhance the learning process. The principal instrument by which personality information, as it affects the teaching/learning process, is gathered is called the Personality Assessment System (PAS).

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OVERALL GOALS AND OBJECTIVES

The Gittinger Assessment Center programs offer an expanded assessment of individual student needs and a design for special activities which lead the student to personal and career-goal fulfillment.

- 1) Student needs are identified through an individualized assessment process, built upon existing assessment procedures and expanded to include personal and social needs assessment.
- 2) New services for students have been developed and existing resources identified to link the individuals served by the college with the resources necessary to help them reach their personal, educational and career goals.
- 3) Based on assessment data and resource identification, each in-coming student will have an individually-designed development prescription prepared following his orientation to the college. Participation in the prescription process is voluntary and/or by referral from academic advisers.
- 4) Individuals who share common concerns are identified by the assessment data and are invited to participate in group discussions to share coping strategies.

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OTHER MAJOR SERVICES

- Training seminars for faculty and staff on the integration of assessment with student learning and services.
- Staff Professional Development Inservices for instructional applications of assessment information in the classroom.
- Develop learning plans for identified specific skill needs.
- Conduct research projects on targeted student groups with specialized, personal and investigative technique needs relevant to their field of work.
- Diagnostic Learning Assessments and tutorial assistance.
- Assessment for Management Development
- Assessment for Leadership Development
- Assessment for Personnel Selection and Evaluation
- Psychological Assessment
- Conduct seminars for other educators, private sector, industrial services, governmental and community agencies.
- Host seminars showcasing application of assessments featuring guest lecturers from leading national experts in applied psychology, psychometrics and psychological research.

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GENERAL DESCRIPTION OF THE GITTINGER ASSESSMENT CENTER

GENERAL DESCRIPTION OF THE GITTINGER ASSESSMENT CENTER

Students who attend Hocking Technical College, the institution which houses the Gittinger Assessment Center, are provided the opportunity for complete multifactoral personal analysis. The Center provides direction to students on learning styles, cognitive strengths, and targeted areas for personal and professional development. Information important for successful performance in the learning environment is shared with instructional faculty to allow for a planned program of adapting instructional practices to meet learner demand needs.

The Gittinger Assessment Center is committed to the philosophy that critical learning takes place both in and out of the classroom. A multitude of structured and unstructured learning experiences aid in professional growth and understanding. Assessment information derived through objective measures and discussed via personal interviews are integrated into the student's learning regimen. Activities of an auxillary nature are encouraged for holistic student development.

Students taking advantage of services provided by the Center begin their learning program with individually

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designed prescriptions for development. Interventions are the shared responsibility of students, faculty, and counseling staffs. Professional advisors guide students in execution of the development plan and work with revisions, updates, and the process of documentation of goal completion.

The graduate placement and employment service works with the student and advising staff to extend the program to the world of work. Skills developed, both technical and interpersonal, are examined in regard to job market alternatives and the process of matching strengths with work potentials.

Gittinger Assessment Center staff understand the importance of individual career planning and career exploration. The specificity provided on individual characteristics through in-depth assessment makes more fine-line career-related discrimination possible. Thus, the program of improved self understanding coupled with a planned approach to modify or augment deficits provides graduates an edge in the job market as well as in the pursuit of personal satisfaction.

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The Gittinger Assessment Center is named for John Gittinger, Clinical Psychologist, who made outstanding contributions to advancing the knowledge of human personality assessment. While holding the position of Chief Psychologist for the Central Intelligence Agency, he conceptualized a development system of personality analysis which is without peer in the field of psychometrics. Gittinger serves on the Board of Directors of The Gittinger Assessment Center and actively consults with the Center staff at Hocking Technical College.

The Gittinger Assessment Center is open weekdays between the hours of 8:00 a.m. and 5:30 p.m. For information concerning personal assessment, learning prescriptions, or educational training programs, contact Dr. Roxanne S. DuVivier, Gittinger Assessment Center, Hocking Technical College, Nelsonville, Ohio, 45764.

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SERVICES TO BUSINESS/INDUSTRY

The needs of business and industry in terms of assessment are endless and more often than not are an area overlooked by those in management positions.

Many problems could not only be avoided but areas of conflict dealt with in a positive manner if assessment information were more readily available.

Screening of applicants could be simplified if those involved in the "narrowing down process" had more than a "gut feeling" for as a basis of action. Simple tests could provide information which would indicate whether or not an individual was likely to meet the demands of the job. While often times the necessary skills are there it is often factors which determine whether or not the person is a success or failure. Valuable training time and money is spent preparing workers for positions they will never be successful in or happy with. Frustration for both the company and the person could be minimized if not eliminated by administering a few relatively simple self-report tests which will indicate the likelihood a person would fit the need.

Management styles can also be predicted by examining the assessment results. How an individual is likely to act or react or whether he/she would be easily influenced are important parts of a management style. Does a person listen

when advice is given, is he/she likely to seek advice when in an uncertain situation. Assessment makes predicting these unknown not only easier but more accurate.

Testing will also point out the strengths and weaknesses of managers and enable plans to be developed which will capitalize on the positive points and build on the weaker areas.

How managers will work with subordinates and peers can also be determined through assessment. Oftentimes, two individuals might talk but never hear what the other is saying. Realizing that "differences" can be overcome simply by understanding that we're all alike and yet different is the first step to true communication. It is easier to get a point across when it is presented in a manner the receiver is likely to understand or even listen to. If an individual knows going into a situation precisely what he is dealing with and how the other person is likely to process the information. More positive results are likely to occur simply out of understanding and respect.

The same is true for interacting with superiors. Many misunderstandings are merely a lack of communication because we fail to realize the basic differences in people.

Training dollars can be wasted and time unnecessarily spent in employee development because no one has taken the time to determine the best training method. While it is

impossible to find a single program from which everyone will benefit, assessment will make it easier to impact on greater numbers. Environment, visuals, audio, methods of presenting and subject matter are all important but spending a little extra time to determine how to reach the largest number of people can be not only a savings but a wise investment.

Too many times bosses select employees who reflect their own values, work ethics and ways of thinking. The same is true with structuring work teams. How can we get the whole picture when everyone thinks alike? Vary work teams, assign people with preferences in different brain quadrants. Allow the sensing or intuitive and the thinking or feeling to knock heads and see if a truer picture of the situation or a solution to the problem is not presented.

The Gittinger Assessment Center at Hocking Technical College not only assesses but will teach others how to set up their own assessment centers. By planning and direction, proper training and clear-cut goals the assessment center idea can be transformed into a service-oriented operation.

In-service training can be conducted by the GAC staff to educate to the various systems of individual differences. From a few hours to a multi-day seminar or workshop the Center will respond to specific needs of business and industry. On-staff experts and consultants from throughout the country provide an array of expertise to respond to most any need.

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Showcases are offered semi-annually and are generally targeted to specific groups. Business and industrial managers and administrators are invited to take part as the services of the center are "showcased" in an effort not only to familiarize but to educate to the importance of assessment.

THE PERSONALITY ASSESSMENT SYSTEM (PAS)

The Personality Assessment System (PAS) is a system which analyzes patterning of subtests of the Wechsler Adult Intelligence Series (WAIS) to determine personality configurations. These configurations represent developmental levels of personality, and, hence, provide knowledge to the assessor on strengths of development, directions for development or relative lack of development in a profile. Such knowledge is useful in understanding the individual, his natural proclivities, and his learned responses. It is possible, through understanding the patterns of development represented by the PAS to predict an individual's response to stimuli. Therefore, the understanding of and prediction of behavior can be accomplished through the use of PAS information.

Because PAS information is largely derived through pattern analysis of Wechsler subtests, it is possible to determine intellectual level and intellectual potential. This is done through calculation of an individual's Normal Level. The Normal Level is the point at which an individual can be expected to achieve with normal effort and energy. It is different from an intelligence quotient in two ways. One, it is not subject to correction by chronological age, and two, it factors out aspects of personality which enter in to the intelligence quotient before it makes a judgment concerning level of anticipated achievement. The Normal

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level, then becomes a focal point for understanding level of functioning and deriving personality characteristics by examining deviations around the Normal Level.

GITTINGER'S PERSONALITY DESCRIPTIVE SYSTEM

After Normal Level has been ascertained for a profile, the balance of the Wechsler subtests combine in three groups of three subtests each.

The first cluster of subtests combine to reflect development and style of the intellectual variable. It includes DIGIT SPAN as the primitive indicator, ARITHMETIC as the basic indicator, and INFORMATION as the surface indicator.

The second group includes BLOCK DESIGN as the primitive indicator, SIMILARITIES as the basic indicator, and COMPREHENSION as the surface indicator and reflects the mechanical, procedural dimension of personality.

Lastly, the subtests PICTURE ARRANGEMENT, PICTURE COMPLETION, and OBJECT ASSEMBLY, reflect the primitive, basic and surface levels of the social dimension of personality.

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PAS (FOURTH DIMENSION)

The fourth dimension, or the coping factor, of PAS is the only part of the PAS not determined by PAS conceptualizer, John Gittinger. The fourth dimension predicts how the individual will cope with stress in any given situation and was developed by Drs. Marshall Heyman and David Saunders.*

Generated by three subtests, the fourth dimension enables those interpreting the configuration to predict levels of stress and stress tolerance based on the letters and the pluses or minuses inside the parentheses. This dimension is calculated through analysis of the DIGIT SYMBOL subtest, coupled with the STROOP COLOR NAMING and the TIME ESTIMATION subtests.

The fourth dimension gives the assessor an understanding of how the individual is using his intellectual and personality resources and how he will fare in the face of life challenges. Coping skills and coping styles are evident via fourth dimension analysis.

*Paper presented at PAS Conference, May 23, 1980.

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PERSONALITY VARIABLES

JOHN W. GITTINGER'S PERSONALITY DESCRIPTIVE SYSTEM

In Gittinger's PAS terms, the general assessment of an individual is determined from the interaction of three descriptive variables known as the following:

Intellectual Variable (I-E)

Mechanical Procedural Variable (R-F)

Social Variable (U-A).

For purposes of definition, each of the variables are described below:

(I-E) THE INTELLECTUAL VARIABLE

The intellectual variable is determined from interaction of DIGIT SPAN, ARITHMETIC, and INFORMATION subtests. The "I" mental activity tends to be abstract, theoretical and symbolic, whereas "E" mental activity is practical, concrete and factual.

The primitive "I", or Internalizer, individual is characterized by his talent or aptitude for learning symbols, enjoying abstractions, and developing purely mental activity. Essentially, this means that the primitive "I", potentially, has good symbolic memory. On the other hand, because of his preoccupation with purely mental activity, he is less aware of, and therefore, less responsive to the events occurring outside of his immediate consciousness. As

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a result, he is behaviorally passive since most of his activity is not obvious to the external observer. In general, the primitive "I" does not spontaneously interact with the objects or persons in his environment. In one sense, he can be described as self-sufficient, since he makes few demands on the outside world. In another sense, he can be described as narcissistic, because his preoccupation with self is greater than his interest in external events.

The primitive "E", or Externalizer, individual has an aptitude or talent for learning actions, enjoying interactions and developing behavioral activities. The "E" individual has limited ability in symbolic memory but potentially high capacity for visual memory. Because of his preoccupation with external activities, he is less aware of mental activities. As a result, his behavior is very active and very responsive; he spontaneously interacts with the people and things of his environment. He may be described as socially dependent because he makes so many demands on the outside world. He responds to external events and expects external events to respond to him.

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The second group of three variables includes BLOCK DESIGN (BD), SIMILARITIES (S), and COMPREHENSION (C). This is the Mechanical Procedural Variable, commonly called the R-F or F-R Variable. The third group of three includes PICTURE ARRANGEMENT (PA), PICTURE COMPLETION (PC), and OBJECT ASSEMBLY (OA). This is the Social Variable, also referred to as the U-A or A-U Variable.

For purposes of description, there are 3 levels of adaptations. The first level is referred to as the Primitive Level. This includes the various combinations of DS, BD, and PA. DS, depending on its placement in relation to the NORMAL LEVEL, can be either E or I. The BD can be R or F and the PA can be either U or A. Consequently, there are 8 possible Primitive level combinations.

EFA	IFA
EFU	IFU
ERA	IRA
ERU	IRU

The second level is referred to as the Basic level. The Basic level is derived from DS as modified by A, BD as modified by S, and PA as modified by PC. Depending on the variation from the Normal Level, there are four fundamental positions for the modifying subtests (A, S and PC). Symbolically, these are expressed as u+, u, c and c+. The symbol U indicates that the Primitive level is

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the manner in which the individual has modified or adapted his Primitive Personality Type (E - F - A, E- F- U, etc.) to meet the requirements of his life situation. The Basic Personality types are derived from the various combinations of the three variables.

The third level is referred to as the Contact Level, and is derived from DS-A as modified by I, BD-S as modified by C, and PA--PC as modified by OA. The Basic Personality types are essentially e, e*, i, i*, r, r*, f, f*, u, u*, a, and a*. The Contact Personality types represent the various combinations of the three variables.

The Primitive Personality types, the Basic Personality types, and the Contact Personality types are all divided into eight categories, EFA, EFU, ERA, ERU, IFA, IFU, IRA, and IRU.

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ELABORATION ON EXTERNALIZER-INTERNALIZER VARIABLES

by John Gittinger

THE PRIMITIVE EXTERNALIZER (E)

Frame of Reference

The natural frame of reference of the Externalizer lies in the world outside of himself. He, therefore, has no need to refer his perceptions to internalized reference points in order to make them personally meaningful.

Reality- Dominant Orientation

Reality, to the Externalizer, consists of real people and real things, and he relates to them spontaneously and directly. He is capable of initiating and maintaining close interpersonal relationships. Such relationships are essential for his psychological equilibrium, and he seeks and finds his major satisfaction in them.

To the Externalizer, reality essentially consists of what he can reach, and what can reach him through his senses. His dominant orientation then, is perceptual, and the quality of his perception is inherently specific and concrete. In behavior, he is characterized by a high level of overt activity, since he is continually responding to, and interacting with, perceived external reality. He prefers doing to thinking because through doing he can

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increase his environmental relatedness, while thinking would turn him away from others in an internal direction.

Natural Skills

The kinds of skills which the Externalizer tends to develop are primarily perceptual in nature. His characteristically high activity level, as it evolves from the diffuse quality of infancy, predisposes him to favor physically oriented activities such as sports. He also retains his inherently specific, concrete orientation and seeks areas of activity for which this type of approach is suitable.

The natural orientation of the primitive Externalizer exerts its influence on both awareness and reactivity in the two-fold manner characteristic of primitive tendencies in general. While it permits a heightened awareness of certain kinds of stimuli in the total stimulus field, it inhibits others at the same time. It also facilitates certain types of responsiveness at the expense of others. In consequence, whenever a primitive tendency is permitted to develop in its inherent direction, a tension-free but one-sided course of development results. The individual thus fails to achieve a sufficiently broad area of awareness, and an adequate repertory of responses to enable him to deal effectively with reality.

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Psychological Threat

Because of his extreme dependence on external support, the greatest psychological threat which an Externalizer can experience is rejection by the environment. Any suggestion that the significant people in his life regard him as unacceptable will, therefore, arouse acute anxiety. If, over time, he is punished for the kinds of behavior which are indigenous to him, he will come to regard his own natural predispositions as sources of profound threat. Feelings of guilt and inadequacy will thus become associated with his inherent perceptual dominance, high activity level and spontaneous needs to relate.

Adaptations

The primitive Externalizer must acquire certain adjustments, then, in the interests of optimal functioning. He must supplement the restricted range of his natural awareness and increase his inherently limited reactivity. In brief, he must learn to control his spontaneous, perceptual response to sound, to sight and to movement. He relates spontaneously to people and things in the environment and finds comfort in intimate contact with them. On the other hand, he becomes frustrated when interaction is denied him and responds to isolation with fear and anxiety.

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THE PRIMITIVE INTERNALIZER (I)

Frame of Reference

The natural frame of reference of the primitive Internalizer is inward-directed and his reality consists primarily of what goes on within himself. The Internalizer tends to withdraw from precisely the same close relatedness which the Externalizer needs because, for him, relationships with the external environment are more intrusive than gratifying.

Self-sufficiency is the essential condition for psychological equilibrium in the primitive Internalizer. He neither initiates nor maintains intimate interpersonal relationships because involvement represents a threat to his self-containment. The major satisfactions of the Internalizer are essentially private. While the Externalizer relates because he has a fundamental need to do so, the Internalizer relates primarily when and where relating is necessary for the support of his internalized needs. Otherwise, he tends to be generally aware of the external environment only to the extent to which it intrudes upon him.

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Reality-Dominant Orientation

External reality becomes meaningful to the Internalizer chiefly through referral to his own internal reference points. His spontaneous and direct awareness and reactivity center around, or are related to, his own ideational processes. His dominant orientation then, is ideational, and the quality of his awareness is inherently nonspecific and abstract. In behavior, he is essentially passive since he responds predominantly to covert stimuli of which he alone is aware. He prefers thinking to doing because the former provides a source of the kinds of private and self-contained gratifications which he seeks, while the latter would bring him into unwelcome environmental contact.

Natural Skills

The skills which are naturally developed by the Internalizer are predominantly of an ideational nature and are directed primarily toward maintaining his self-sufficiency. His primitive level of ideational awareness and response, which characterized his infancy, dispose him later to the production of fantasy. He also retains his predisposition for the abstract and generalized and his maturing interests turn to areas which are consistent with these tendencies. The situations which he seeks will not involve essentially shared activities so

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that he can utilize activity with minimal environmental infringement.

Psychological Threat

The Internalizer responds to covert stimuli. His activities are not inherently meaningful to others and his preoccupations lie in areas which are primarily unshared. He responds to stimuli within himself, reacting to them in private. Intimate external contact tends to disturb him and isolation and solitude, far from being experienced as threatening, are highly favorable conditions for his psychological well-being.

The Internalizer, though less susceptible to environmental pressure than the Externalizer, is nevertheless, capable of experiencing environmental threat in his own way. Although he does not require external involvements and interpersonal relationships as major sources of satisfaction, he does need the support of the external world in order to continue to achieve self satisfactions. Since he is dependent on others for sustenance, the loss of support inherent in the withdrawal of environmental controls constitutes a real threat. While threat tends to induce inferiority feelings in the Externalizer, it is more likely to result in feelings of insecurity in the Internalizer.

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Adaptations

The Internalizer must learn how to increase the range of his awareness and reactivity and to achieve certain learned adjustments if he is to reach optimal levels of functioning.

The acquired adaptations which the Internalizer must make lie in a direction opposite to those required of the Externalizer, just as their respective primitive tendencies are in fundamental opposition. The Internalizer must first learn how to control his natural ideational reactivity, at least to a degree which will enable him to be aware of both external and internal stimuli. He must, thereafter, acquire the ability to respond to both in meaningful ways. Finally, he must learn how to integrate and utilize the ideational and perceptual activities appropriately in order to function more effectively.

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EXCERPTS FROM GITTINGER'S COMMENTS RELATED TO COMPARISON OF
EXTERNALIZER (E) AND INTERNALIZER (I) INDIVIDUALS

Psychodynamics of mental discipline for E/I individuals in
their approach to the study of mathematics.

Externalizer "E"

Emotionally dependent

Overachievers

Most easily influenced by

attitudes and personality

of the teacher

Awareness of happenings in the external

world leads to overactivity

Computer programs

Internalizer "I"

Succor dependent

Pre-occupied with inner activity

Needs external emotional support

Have capacity to "pull the blinds"

Interested in abstracts, symbols

Finds abstract type of arithmetic pleasant

Develops discipline and control of his internalized

activity by using some kind of rote, ritualized,

abstract activity that is pleasant and

satisfying to the individual

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One must literally get thier attention, since Iu individuals have the capacity to "pull the blinds." They can be completely out of contact but appear to be listening intently. If they are not working at paying attention then they are not taking in anything that is happening, consequently, they are not interested in arithmetic.

The Iu individual is interested in abstracts and not in other things, e.g., a teenage Iuc person with little effort can provide the names of every rock group, name the persons in the group and lyrics of songs. This is something to which they can respond and relate.

A healthy Eu or Euc individual knows not only the football scores but every team in the football leagues. Their attitudes are developed in those things in which they are interested. Computer programs would be good for the Eu individual and would hold their attention. Machines will not make emotional evaluation of him.

The "I" individual, if he remains totally uncompensated is the kind of individual who has not learned to handle his internalized activity in any kind of organized, disciplined, or ritualized way. This causes those individuals to lose

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touch with reality, to move in a way that cannot achieve an independent kind of status because he is so preoccupied with self-generated ideational activity that he has very little capacity to respond.

The "I" individual is succor dependent - so pre-occupied with internalized activity and so autistic in nature, that he fails completely to take care of himself and depends on others to take care of him because he is so much out of contact.

The "E" individual is the kind of the person, in the completely uncompensated state, who is aware and responsive to what is going on around him and all things that are happening in the external world. He is in a relative state of confusion because there is so much to respond to and to relate to. If he doesn't develop some kind of control, The "E" person becomes manic or over-active because he is attempting to respond to and relate to what is going on. He is emotionally dependent rather than succor dependent. The uncompensated "E" is emotionally dependent in the sense that one of the ways he expects to gain a certain amount of control is by associating with other people who reciprocate the feelings. He looks for emotional support in the environment because he has an extreme emotional dependence.

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Unless he makes adjustment toward some kind of self-control or something that does not depend entirely upon external support, he is not making an adequate adjustment.

The Eu++ individual is the overactive behavior disordered child as opposed to the Iu+ individual who is the autistic child. For whatever reason, one of the ways this kind of change is being made is brought about by whatever the activity is that is included in arithmetic kind of training. Obviously, an individual who makes an adequate adjustment is going to have to make some movement away from the extreme individuals who make no adjustment at all and remain either autistic or manic, as compared to those who do it moderately well, and move into a certain amount of control.

If changes are made on the contact level, would it be noticeable? Yes, theoretically. The primary function of any kind of math program is to begin in a remedial sense. We are going to make up what these people never got. I am saying that from the PAS standpoint, this is not a remedial exercise we are talking about.

We are talking about moving toward mental discipline, the kind of control over the factors I am talking about here

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to work toward an attitudinal change. One of the big dangers that can happen when you put low arithmetic people in a math course with math oriented-individuals with remedial aims in mind, you aggravate the very thing that has made them low arithmetic people in the first place.

(Note: The material above was taken from a taped interview with Gittinger at which time he explained the components of the I and E individuals, in PAS terms, and how each relates to mathematics.)

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SAMPLE PAS PROFILES

PROFILES

(1) Profile 12 (Ec+c+ F+cc+ Auu)H

Some profiles are ideally suited to the individual's job choice. For others, disaster is predictable and efforts should be made to lead that person into another area. Such is the case for 12(Ec+c+F+cc+Auu)H. This young man will be brutal and sadistic--traits not desirable for a law enforcement officer. While he will be charming and interpersonally adept what is beneath the surface won't be obvious.

His intellectual level is high with no cognitive deficits. A potential exists for sociopathic, psychopathic behavior (a character disorder DSM III) and should be not only carefully evaluated but carefully monitored.

Characterized by a sensual selfishness caused by over controlling his feelings of empathy, this individual is mentally deceptive, self-sufficient and non-evolving. He is under a good deal of pressure to control his responsiveness which creates tension. When continued tension ends in fatigue, he will become impatient and short-tempered.

Any adjustment most often occurs in environments when rugged individualism is valued. This young man will be stoic--a dangerous profile for a police officer.

Profile (2)

EcFucU+c+c+

Ms. EcFucU+c+c+ is extraordinarily role uniform and an extremely tough individual, but in her case, the toughness will play out both professionally and personally. While the EF combination is a very difficult adjustment for women, she will make it.

She is defensive, a reaction to the vast amount of rejection with which she has been forced to cope. There is a tendency toward paranoia leading her to believe the system is out to take advantage of her. Her cautiousness stems from an extreme social-interpersonal anxiety coupled with her defenses.

Like the EFA above, she, too, has a sadistic streak.

She will be absolutely certain she is correct in her analyses and observations, so much so she will never change her mind on the accuracy of her judgment. She will attempt to cover up her defensiveness with her intellectuality.

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Profile (3)

11(IuoRccUc+u+)

This 20-year old male has adapted to a cop-role. Of normal intelligence, the 11 (IuoRccUc+u+)H will emit a self-confident air--satisfied with the role he is playing. Because he sees little need to change with the circumstances and because he is very literal, he does not understand the significance of what he is doing.

He learns by imitating and is inclined to excel in procedures, methods or habits taught by a rote approach. This young man lacks insight and may be described as self-centered, irresponsible and selfish. While he has a sense of responsibility and feels the need to do something purposeful, he is also needing of a director or direction in order to achieve maximum performance. He not only needs to be told when he is right but when he is wrong. With his need for supervision and loyalty to his supervisor, he will adapt well to management changes.

This IRU individual has a tendency to internalize and withdraw and as a result, may miss a lot of what is going on in his environment. While he appears to be paying attention, he will actually be caught up in something going on within his own mind. This lack of versatility will render him inoperative when facing the unexpected.

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A good student, he will play the role of police officer in all of life circumstances, however, do not assign him to the undercover unit--he is too obvious and everyone will spot him.

Profile (4)

10(Ic+cRcc+Acu)H++

An over-achiever, our 19-year old female 10(Ic+cRcc+Acu)H++ is reacting against her I qualities because she sees herself as an externalizer. With a great deal of energy and mental discipline, she will exhibit compulsive features and is also over-rationalizing.

She will use procedures to keep busy and will be compulsive in the way she learns to do things "right." This gal is tough, not sensitive, and is revolting against a female role. She is cold and her lack of emotional responsiveness could become an issue.

Her profile is good for a law enforcement official because she is not likely to be influenced by difficulties or emotional changes in others. Only minor modifications of behavior or attitudes will occur through life experiences although she has the ability to exploit her intellectual and mechanical procedural talents.

Our over-achiever has a tendency to become negativistic and/or socially insulated.

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Profile (5)

10/11 (IucFu+cA+oc+)L

A 19-year-old male 10/11(IucFu+cA+oc+)L should not cause any particular problems for his fellow officers. Psychological issues will essentially surround his need for security but because he is inclined to daydream efforts should be made to keep him engaged in classroom activity--he will appear to be more involved than he actually is or feels.

While he will be more insightful than most police officers, he does not like feelings which get in the way of his overjudgment. This individual, unlike the IRU, would make a good undercover cop.

He is more active than thinking/intellectual in his approach to the world and would more likely prefer an activity such as tennis. Needing both succor and support, he becomes dependent upon the person who directs his environmental interactions. He also admires perceptivity in others.

This young man is likely to keep his feelings to himself, particularly when his feelings are hurt. He works to discipline his social adeptness/versatility and gets more social interaction than he wants and retreats into himself to avoid unwanted contact.

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SAMPLE PAS PROFILES - MANAGEMENT DEVELOPMENT

SAMPLE PAS PROFILE - BUSINESS

EFU
ifu
ira

PROMINENT CHARACTERISTICS
(Of particular interest to management)

Strong compulsion to "do right"
Hard to accept own self and limitations; driven, self-doubting.
Vulnerable to crises; inflexible;
Does wrong things with best intent.

ACCEPT CHANGE
Happily, slowly, etc.;
resistant

Desperate need to conform to authority, thus wants to change as needed. BUT often lacks skill or perspective to do so.
THUS, often "tries to change" when he should "stay the course"
(Area for training or counseling.)

ENTREPRENEURS
Champions
Sellers
Starters

Wants to be these things (because they are "good things") but lacks the social finesse to be effective in enforcement. Thus, better at planning the campaign than pushing it.

**MANAGE THINGS;
SUPERVISE PEOPLE**

Definitely better working with ideas and things than with people; tries to deal with people as if they were all the same.

INDEPENDENT OR TEAM

Definitely better working independently.

MAJOR STRESS AREAS

Inherent inflexibility, weighed off against great "need" to be flexible. Thus, every requirement to do something "new" is stressful.

**COMPENSATION,
MODIFICATION,
TRAINING**

Can't really change social style and effectiveness. Counseling might improve acceptance of own self, skills, worth; courses in effective listening, "salesmanship" dealing with others might improve his perceptual skills.

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SAMPLE PAS PROFILE - BUSINESS

EFU
ifu
ira

PROMINENT CHARACTERISTICS
(Of particular interest to
management.)

High social anxiety
VERY role dependent:
productive, creative
within his own sphere of
competence; adaptive,
supportive in his
professional role.
Dislikes crises: passive.

ACCEPT CHANGE
Happily, slowly, etc.;
resistant

Does not like "disruption"
(i.e., "social" change.)
Good at adapting HIS support
to new requirements.
Thus, supportive and adaptive
within HIS scope or technical
area.

ENTREPRENEURS
Champions
Starters

Neither a starter nor a seller
BUT good at making things work
in his bailiwick, or modifying
or adapting his contribution
to total effort.

MANAGE THINGS;
SUPERVISE PEOPLE

Very effective specialist.
Focus is on "the work"; things
and numbers.
Can supervise in terms of that

INDEPENDENT OR TEAM

The best specialist in the
group but can be effective
leader within his special
area.

MAJOR STRESS AREAS

Any requirement to "move out"
of his accustomed social and
professional role.

COMPENSATION,
MODIFICATION,
TRAINING

Best used to fullest extent
"as is." (Don't lose a good
specialist in trying to create
a bad generalist.)

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SAMPLE PAS PROFILE - BUSINESS

IFA	PRIMITIVE
efa	BASIC
eru	SURFACE

PROMINENT CHARACTERISTICS
(Of particular interest to
management)

Eager but superficial (fickle)
relationship to tasks and to
people.
Wants to be loyal; wants to
please; very accommodating.
Needs continual support and
reassurance.
Easily discouraged.
Fears failure, rejections;
cautious; dislikes crises.

ACCEPT CHANGE
Happily, slowly, etc.;
resistant

Wants to please, and not
"locked in" to any style
Thus, accepts new requirement
and follows through "as well
as he can."

ENTREPRENEURS
Champions
Sellers
Starters

Not much of a starter, too low
key to be a champion; but
willing to "sell for the
boss".

MANAGE THINGS;
SUPERVISE PEOPLE

Can deal with both, at a
modest level.

INDEPENDENT or
TEAM

Either, but enjoys (probably
needs) the feedback and
reward of working with
others.

MAJOR STRESS AREAS

Fears rejection, loss of
support, failure to
perform.
Thus, every day "threatens"
failure, either
professionally or
socially.

COMPENSATION,
MODIFICATION,
TRAINING

Counseling might help him
see that he's not as bad
off as he thinks he is.

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THE MYERS-BRIGGS TYPE INDICATOR. (MBTI)

The MYERS-BRIGGS TYPE INDICATOR, (MBTI), published in 1962 by the Educational Testing Service, was authored by Isabel Briggs Myers. The Indicator was developed from collected data showing understandable and predictable type differences in academic aptitude and achievement in samples from junior high school through medical school.

The MBTI is an 166-item forced-choice questionnaire that measures personality dispositions and interests based on Jung's theory of psychological types. A type, meaning "preference type" describes how a person prefers to use his processes of perception and judgment. The MBTI can be used in conjunction with measures of interests, values, needs and motivation.

The MBTI has four interacting preferences that are used to generate each of sixteen types. In each type, one pole of each of the four preferences is preferred over the other and through use becomes more highly developed. The four preference types are:

Extraversion [E] or Introversion [I]: A direction of interest and attention to the outer world of objects, people and action (Extraversion) or to the inner world of ideas and contemplation (Introversion).

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Sensing [S] or Intuition [N]: A preference for looking at the immediate, the real, the tangible, the solid facts of experience (Sensing) or for seeing the possibilities, meaning and relationships of experience, often with only a passing interest in the facts themselves (Intuition).

Thinking [T] or Feeling [F]: Thinking is a preference for making decisions objectively, impersonally, analyzing the facts and ordering them in terms of antecedents and consequences. Feeling decides by a valuing process, weighing the importance of alternatives to oneself or others. Thinking types tend to prefer working with materials which follow logical principles; Feeling types are more interested in working with or studying people.

Judging [J] or Perception [P]: A preference for living in a planned, decided, orderly way, aiming to regulate life and control it (Judging) or to live in a flexible, spontaneous way, aiming to understand life and adapt to it (Perceptive).

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THE MYERS-BRIGGS TYPE INDICATOR AND THE TEACHING-LEARNING PROCESS

In education, it is predicted that Extraverts will learn best if the concept follows experience; that Extraverts will prefer group learning and action projects and that their attention span will be shorter, with much learning by trial and error.

Introverts, it is predicted, will learn best if the concept precedes experience; that Introverts will prefer individual learning and enjoy library projects; that their attention span will be longer.

Sensing Types have been described as the types who are more interested in the immediate data received through their senses, while Intuitive types are more interested in perceiving the relationships, meanings and possibilities suggested by experience. Intuitive types, with their greater interest in, and developed skills with symbols, score higher on most aptitude tests which are designed to test verbal skills, speed of comprehension and ability to draw inferences. Since Sensing types often read test questions several times to make sure their perception is

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sound, they are particularly likely to be at a disadvantage in timed tests.

The Introverts with Intuition are the most "academic" of the types, interested in concepts and ideas (Introversion), theory, abstraction, complexity (Intuition). The Extraverts with Sensing are the most pragmatic of the types - interested in theory only if it has immediate application.

It is predicted, in education, that Thinking types will score higher on tests of mathematics and science and that Feeling types will score higher on tests of social sensitivity.

Perceptive types, with their open, curious, receptive attitude, are predicted to pick up more information and score higher on intelligence; and Judging types, with their systematic, orderly attack on problems are predicted to make better use of their capacities and get better grades.

Type theory assumes that type preferences lead to qualitative, not merely quantitative differences in people. The MBTI was designed to show the direction of preference more than the strength of preference.

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MBTI STUDENT PROFILE - ENTJ

Prominent Characteristics

Outspoken
Energetic
Abstract
Searching for meaning
Logical
Policy oriented
Decisive
Organized

The ENTJ is a forceful leader which gives structure in striving for policies and goals. A systems person which doesn't allow others' feelings to stand in the way of progress. Devoted to their careers, they often rise to the top levels of responsibility.

Career Strengths/Potentials

Being a natural organization builder, the ENTJ is strong working with many types of institutions. Interests may lead to positions in the military, business, education, or government.

Learning Techniques

Responsive in the classroom
Needs to discuss ideas
Prefers problem-solving
Dislikes workbooks and repetition
Needs systematic/logical presentation of material
Decisions based on true/false, cause/effect dimension
Desires structured learning environment
Works on one task at a time

Recommendations for Development

Needs to recognize others' feelings and ideas
Increase focus on facts and details

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MBTI STUDENT PROFILE - ESFP

Prominent Characteristics

Outgoing
Active
Sociable
Experiential
Practical
Appreciative
Personal feeling and value oriented
Open-minded
Spontaneous

The ESFP is a warm optimist whose charm, wit and clever style attracts others. They have love for excitement and a lust for life. Being generous without expecting anything in return and avoiding anxiety at all costs are strong characteristics of this type.

Career Strengths/Potentials

Active jobs and working with people are primary areas of interest. Though not particularly interested in scholastic pursuits, positions in sales, teaching, nursing, social work and the performing arts may be attractive.

Learning Styles

Active learning is stimulating
Prefers experiential learning
Looks for practical applications
Enjoys practice and drills
Needs approval, personal support
Decisions based on subjective, value judgments
Need variety, change, flexibility
Tend to cram or complete unpleasant tasks at last minute

Recommendations for Development

Must learn to focus energies, avoiding persuasion from others.
Needs to examine choices based on true/false, cause/effect dimensions.

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MBTI FACULTY PROFILE - INTJ

Prominent Characteristics

Reflective
Abstract
Possibility oriented
Analytic
Objective
Decisive
Purposeful

Personality Characteristics

The INTJ is a self-confident builder of systems and applier of theoretical models. Ideas that make sense will be adopted, but position, rank or title have no force with him. Consistency, hard work, and cost effectiveness are important to this individual. Responding to challenges that require creativity are found stimulating.

Instructional Style

Passive teaching style
Provides opportunity for problem-solving
and discovery learning
Dislikes repetition
Systematic presentation of material
Objective evaluation of students
Structured learning environment

Instructional Compatibilities and Conflict

May seem distant and insensitive
Lack of detail may confuse some students
Trouble remembering students by name
Expects a great deal of the student

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MBTI FACULTY PROFILE - ESTJ

Prominent Characteristics

Outgoing
Active
Experiential
Practical
Logical
Objective
Decisive
Organized

Personality Characteristics

The ESTJ is a responsible, loyal, policy and procedure-oriented individual. Attention to detail and a focus on the external environment are characteristic of this type. The ability to evaluate others and dedication to the institution often leads this person to positions of responsibility in their jobs.

Instructional Style

Active teaching style
Responsive to students
Expects attention to detail in assignments
Practical applications of concepts made
Provide opportunity for achievement and mastery
Systematic presentation of material
Structured
Planned; controls events

Instructional Compatibilities and Conflict

May be insensitive and impatient
Will become irritated with students who lack skills in attention to detail
Cannot understand those who abandon or challenge the norm.

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MBTI MANAGEMENT PROFILE - ENTP

Prominent Characteristics

Outgoing
Active
Abstract
Ingenious
Logical
Objective
Open-Minded
Adaptable

The ENTP is an enthusiastic individual who is always on the lookout for new projects, new activities, and new procedures. They bring a fresh approach to their work while ignoring the standard, traditional, and authoritative. In social situations the ENTP is imaginative and a fascinating conversationalist. They are a natural engineer of human relationships and human systems.

Work Characteristics

Strengths

Look ahead, seeking fresh approaches.
Set high standards.
Get to the heart of the issues.
See possibilities.

Weaknesses

Weak attention to detail.
Impatient with incompetence.
Bored with routine.

Work Team Contributions

Problem-solver.
Give theoretical input.
Enthusiasm for the project.

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MBTI MANAGEMENT PROFILE - ISFJ

Prominent Characteristics

Internal
Territorial
Practical
Reality oriented
Appreciative
Personal feelings and value oriented
Organized
Decisive

The ISFJ is an extremely dependable employee who is devoted and loyal to a boss, identifying personally rather than institutionally. With traditional values, the ISFJ feels responsible when others do not follow established rules and routines. Stability is of key importance for this individual's happiness.

Work Characteristics

Strengths

Organized approach to work situations.
Dependable, good at following through.
Thorough.
Precise, especially with detail.
Pays attention to policies, procedures and office's rules.

Weaknesses

Decides things too quickly.
Impatient with delays.
Excessive concern over crises.
Difficulty delegating work.

Work Team Contributions

Focus on:

Detail.
Follow-through
What needs to be done

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THE CANFIELD LEARNING STYLE PREFERENCES INVENTORY (LSI)

THE CANFIELD LEARNING STYLE PREFERENCES INVENTORY

(LSI), developed by Dr. Albert A. Canfield, a pioneer in the cognitive mapping movement, is used to assess the affective components of the learning process.

The LSI provides information to both students and faculty on student preference for instructional information delivery. The LSI delineates preferred classroom conditions, course content, mode of instruction and student expectation for success. Commonly used instructional procedures are generally grouped according to the primary mode of sensory experience by the learner -- listening, reading, iconics and direct experience.

Courses and inservice programs using the LSI are presented to faculty educators, professional associations and state agencies involved in training education.

The LSI produces insights into appropriate and inappropriate prescriptions for student learning. A style-methodology matrix which relates these techniques to the preferences of the learner in modality and conditions of the learning environment is provided as a tool for the instructor.

Sample instructional techniques which have been found useful are listed under each of the four primary modalities used by the learner.

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LISTENING

1. Straight lecture by
 - a. instructor
 - b. outside authority
 - c. other student
2. Stop and go presentation by
 - a. instructor
 - b. outside authority
 - c. other student
3. Tutorial sessions with
 - a. instructor (remedial)
 - b. outside expert (enrichment)
 - c. other student
4. Audio tapes in class or lab
 - a. continuous running
 - b. stop and go with directed activity
5. Incident techniques
6. Outlines
7. Small group discussion
8. Tapes or records for home use
9. Panel discussions
10. Debate

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READING

1. Conventional readings
 - a. expert texts, articles, etc.
 - b. hand-outs by instructor
 - c. student prepared
2. Stop and go readings (programmed)
3. Case studies
4. Tests and quizzes
5. Course/unit objectives, outlines, time allocations, etc.
6. Specific and detailed outlines and directions
7. Written reports
8. Independent literature searches and reviews

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ICONICS

1. Movies, videotapes, slide-tape presentations, etc.
 - a. continuous run
 - b. stop and go with directed activities
2. Chalkboard, flipchart, flannelboard build-ups
3. Pictures, drawings, flannelboard summaries
4. Charts, graphs, data presentations
5. Models, replicas, mock-ups
6. Demonstrations:
 - a. for entire class
 - b. for one or two individuals
7. Videotape feedback

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DIRECT EXPERIENCE

1. Role plays
2. Sensitivity exercises
3. Laboratory/field experiments, visits, etc.
4. Supervised practice
5. Non-supervised practice
6. Simulations and simulators
7. Problem-solving exercises and activities
8. Coaching
 - a. by instructor
 - b. by students
9. Drills

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DIAGNOSTIC PLACEMENT TESTS

THE NELSON-DENNY READING TEST

THE DIAGNOSTIC WRITING SAMPLE

THE CAREER PLANNING PROGRAM (CPP)

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NELSON-DENNY READING TEST

This is a comprehensive reading test which measures vocabulary understanding, reading comprehension and rate of reading. The test was designed for use by high schools and colleges to diagnose student reading skills and to place students into appropriate sections for reading classes.

The Nelson-Denny consists of a 100-item vocabulary section (10 minutes) and a reading comprehension test (20 minutes) with eight topical reading passages and 36 multiple-choice questions to ascertain comprehension of the reading passages.

The first passage is timed for one minute to determine reading rate.

With a maximum raw score of 136 total for both sections (100-vocabulary and 36-comprehension), Hocking Technical College uses a cut-off of 49 or below (raw score) for Intensive Reading selection. Students with a 24 or below raw score are assigned to the Fundamentals of Reading class.

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THE DIAGNOSTIC WRITING SAMPLE

The Diagnostic Writing Sample is an instrument devised by Hocking Technical College's Communications Department to measure student writing skills. This instrument consists of three topics from which the student selects one and writes a one or two-page sample. There is no specific time limit.

The essay is graded according to the student's basic writing structure. The writing samples are evaluated for correct sentence structure, punctuation, proper grammar usage, and correct tense selection. Placement in the Communications classes is determined by the level of the skills exhibited in the writing sample.

THE CAREER PLANNING PROGRAM (CPP)

The Career Planning Program (CPP) is a guidance-oriented system designed to help individuals identify and explore personally relevant occupations and educational programs. The CPP consists of an ability test battery, an interest inventory, scales assessing career-related experiences, and a background and plans inventory. Total testing time is about 2-1/2 hours, which can be scheduled as a single session, two sessions, or three or more sessions.

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RESOURCE GUIDE

Videotapes

**GITTINGER ASSESSMENT CENTER
Hocking Technical College
Nelsonville, Ohio 45764
(614) 753-3591**

THE PERSONALITY ASSESSMENT SYSTEM

INTRODUCTION TO THE PAS: AN OVERVIEW OF THE ELEMENTS OF THE PAS/TEACHING OF PAS THEORY

Dr. Robert MacLachlan

This videotape covers PAS theory and methodology in a complete and concise manner. A focus on each dimension (E/I, F/R, A/U) provides a basic understanding of the system. Preferred modes of responding are a focus, as it applies to learning and performance. Personality type and environmental factors are also discussed.

WHAT IS THE PAS?

Dr. Marshall Heyman

A model of personality development and a means of understanding behavior is the answer. Dr. Marshall Heyman teaches the PAS via individual profiles. A straight forward approach to gaining insights into the System.

INTRODUCTION TO THE PAS

Dr. Marshall Heyman with John Gittinger

A basic overview of PAS theory provides a basis for applications in education. Learning styles, learning environments, and PAS configurations are the focus of this presentation. Further uses in education are covered.

UNDERSTANDING PRIMITIVE, BASIC, AND CONTACT LEVELS

Dr. Marshall Heyman

The function of compensation and modification in personality development. This overview of PAS configuration explains the interaction between each level of personality in PAS terms.

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EDUCATION AND THE PAS

THOUGHTS ON EDUCATION

John Gittinger with Dr. John Light and Dr. K. Dean Edwards

Understanding learning and teaching styles by way of PAS configuration. A look at who learns best and how.

EDUCATION AND CHANGE: ASSESSMENT IN EDUCATION

Dr. John Light

The need for assessment to better evaluate our educational system is discussed. Personality and environmental variables can be coordinated for a more productive learning program.

USE OF THE PAS WITH HOCKING TECHNICAL COLLEGE STAFF

John Gittinger and Dr. Marshall Heyman

Via staff and student profiles, compatability in classroom environments, technology choice, and learning styles is reviewed. PAS type and placement in the job market are discussed. A question and answer session reviews many related topics.

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MANAGEMENT STYLES AND THE PAS

SUPERVISORY/MANAGERIAL STYLES: AN INTRODUCTION

Dr. Marshall Heyman

An overview of the PAS theory in association with its various uses in people management and job screening. Examining typical behavior, Dr. Marshall Heyman discusses skills and styles useful in management groups.

RELATING STYLES: THE PAS AND MANAGEMENT DEVELOPMENT

John Gittinger with Dr. John Light and Dr. Marshall Heyman

Employer satisfaction, task assignment, and employee-manager relations are the focus of this videotape. Actual PAS configurations are applied to various employment situations. Further uses of the PAS are discussed.

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THE PAS IN CORRECTIONS AND CRIMINAL BEHAVIOR

ASSESSMENT IN CORRECTIONS

Dr. Al Smith

Management in personnel through assessment and evaluation for problem solving is discussed by Dr. Al Smith. Personal strengths and weaknesses and the role they play in a correctional facility are reviewed in PAS terms. Uses in employee selection and facility development are covered.

WITNESS PROTECTION PROGRAM AND THE PAS

Dr. Al Smith

Case studies of actual participants in the federal government's witness protection program. Dr. Al Smith uses personal experiences to describe the role of assessment (and the PAS) in the selection of program participants.

CRIMINAL BEHAVIOR AND PAS TYPE

John Gittinger, Dr. Marshall Heyman, and Dr. Al Smith

A breakdown of PAS configuration to describe criminal behavior. Types of crimes and tendency toward criminal behavior is included. A question and answer format.

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PSYCHOMETRICS OF THE PAS

USE OF THE WAIS FOR OBTAINING PSYCHOLOGICAL INFORMATION

John Gittinger

A discussion by John Gittinger on the controversy of making personality judgements based on a test designed to measure intelligence. A review of the "situational" (sub) tests and their means of showing personality characteristics. Examples of various PAS configurations are used to show differences.

DIGIT SPAN: WAIS VS. WBI AND WAIS-R

John Gittinger

The significance of the digit span and how it is given. Changes and their influence on the different test forms are covered.

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MYERS-BRIGGS TYPE INDICATOR

THE MBTI AND ITS APPLICATIONS IN THE UNIVERSITY SETTING

Katharine Myers

A teaching of the MBTI with applications being made for college staff. Student development, problem solving, and relating styles are discussed in this excellent presentation. Classroom interactions are also reviewed.

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HERRMANN BRAIN DOMINANCE TEST

LEFT/RIGHT BRAIN DOMINANCE

Dr. Charles Gott

An entertaining talk by Dr. Charles Gott gives an understanding of personal differences. What brain dominance is, as well as scientific proof for the theory are presented. Applications of the information are made in human interactions.

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PSYCHO-SOCIAL DRAMA

PSYCHO-SOCIAL DRAMA AND THE PAS/MBTI

A dramatic representation of personality differences. Videotaped scenes showing PAS dimensions (E/I, F/R, A/U) and MBTI types help express personality characteristics. Conflict situations and interpersonal interactions are the vehicles for this model of understanding.

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